



THE HIGHWAY

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1927

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THE HIGHWAY

AND "STUDENTS' BULLETIN"

VOL. XIX.

FEBRUARY, 1927

The Editor of THE HIGHWAY will be glad to receive MSS., particularly from students and members of the W.E.A. All MSS. should be addressed to the Editor, THE HIGHWAY, 16 Harpur Street, London, W.C.1. A stamped addressed envelope should be enclosed. MSS. should arrive not later than the 15th of each month.

Notes and Comments

The Secret Circular Policy.

The Secretary of the N.C.L.C. is very cross about our article in November, defending the W.E.A. against his Secret Circular policy. After thinking things over for two months he rushes into battle under the headline "The W.E.A. Takes the Offensive" in January *Plebs*, full of indignation because, contrary to our usual practice of treating misrepresentation with silent contempt, we corrected him by revealing the real truth. However, Mr. Millar will be disappointed again. The W.E.A. is *not* "taking the offensive." We are not going to be drawn into a long wrangle on small points, for the simple reason that such a controversy would do no good to the cause of Working-Class Education. Moreover, how can one argue with a writer who states that the N.C.L.C. does *not* attack Trade Union leaders, when his own article is followed by 8 pages of attack on Trade Union leaders and leadership, individual and collective? In addition to this, Mr. Millar has such a very short memory. He states that since the signing of the Scarborough T.U.C. scheme 18 months ago (which provided for the exchange by the signatory bodies of full information about educational work in progress or in contemplation), "the N.C.L.C. has not received a single communication from the W.E.A. saying what it was doing." On March 19th, 1925, our Assistant General Secretary wrote to Mr. Millar a letter in which he said: "I wonder if you would agree to an exchange of literature, *i.e.*, printed documents,

and such typed documents sent out for public information and which criticise the action of either body? So far as we are concerned, we are quite prepared to send you copies of all the literature which we publish. If you can agree to this course, I should be glad if you would let me know." Mr. Millar did not even take the trouble to reply to this proposal. To have accepted it would have meant giving up the right to stab us in the back!

Educational Broadcasting.

Our readers will no doubt have noticed the controversy which has been stirred up lately in the columns of the Press on the subject of the steps contemplated by the new B.B.C. to develop the educational possibilities of Broadcasting. To judge from the correspondence and articles published you might suppose that a general revolt of public opinion was taking place against these plans. Our readers ought to realise that this is simply a calculated newspaper "stunt" worked up by monopolists who fear a possible powerful new competitor. The Press-owners know their own power of manipulating opinion on all serious matters, and are terrified of the rise of a new independent authority with a bigger circulation than their own and able to appeal to the ordinary man as well as the "highbrow." Jazz music cannot affect their power, but broadcasting controversial matters, debates and lectures might. It is perfectly true that educational broadcasting could itself be a powerful reactionary weapon

in the hands of an unscrupulous government or class, but for the present workers ought to use their influence in its favour as a means of breaking-down the Press monopoly. May we direct our readers attention to Mr. Joads' article on a later page of this issue exploring the possibilities of Wireless Education? The W.E.A. will have to consider how it stands in relation to this new development, and we should be glad to print letters from any W.E.A. students who like to send us their opinion.

The Supply of Tutors.

Every W.E.A. class, branch and district official, knows that the supply of suitable and efficient tutors for our class-work is not as large as we should like to see it. As the rapid expansion of classes proceeds, it becomes more and more important to choose out and train an increasing number of tutors, both from universities and from the ranks of our own students. Accordingly we welcome the setting up by the British Institute of Adult Education, in conjunction with the Association of Tutorial Class Tutors, of a committee of enquiry into the Supply and Training of Tutors for Adult Education. Principal W. H. Moberly, the new Vice-Chancellor of Manchester University, is chairman of this committee, which is representative of the chief bodies interested in the question. Mr. J. M. Mactavish and Mr. E. Green are among its members.

Resignation of Mr. Highton.

Mr. Herbert E. R. Highton relinquishes the Organising Secretaryship of the W.E.A. (Scotland) at the end of January, having been appointed to the Extra-Mural Department of Armstrong College, Newcastle. Mr. Highton has occupied his position since it was created seven years ago; and the Scottish movement, thanks largely to his efforts, has in that period expanded from a small group to a national organisation with 18 branches and 3,000 students. At a social in Glasgow on 18th January, opportunity was taken to make acknowledgment of Mr. Highton's services, and he was presented by the Master of Balliol, on behalf of a number of members and friends, with an inscribed clock and a wallet of notes. Other speakers bore tribute to his work in the W.E.A. and other bodies; his departure leaves a vacancy which his personality and unique combination of qualities make very difficult to fill.

THE EDITOR.

Labour in South Africa

Yorkshire W.E.A. remembers Mr. Ernest Gitsham, who after acting as tutor in East Yorkshire, went out to South Africa and has played a substantial part in building up a stronger W.E.A. there, especially in Natal. Now Mr. Gitsham, in collaboration with Mr. J. F. Trembath, of the S. A. Typographical Union, has produced a first account of *Labour Organisation in South Africa** with a foreword by the Minister of Labour, Mr. Boydell. This is divided into chapters on the history of S. A. Trade Unionism, a description of the chief unions, the attitude of the State towards Labour, and the functions, methods, policy and problems of Trade Unions. At the end are short biographical sketches, with portraits of leaders, past and present. One cannot say that the arrangement of the material is altogether happy. The historical section is scrappy, a series of jottings on isolated events rather than an unfolding of the development of a movement; in particular, the account of the Rand "Revolution" of 1922 is unsatisfying. The description of the individual Trade Unions (most of which are small in size, varying from 100 to 2000 members—the largest is the Railways and Harbours Salaried Staff Association with 6,524) gives many useful details of organisation. Of most interest to British Trade Unionists will be the section dealing with the Industrial Conciliation Act of 1924 and its consequences, about which there seem to be conflicting opinions. The organisation of native and coloured labour (in the Industrial and Commercial Workers' Union—20,000 members) and its relation to white Trade Unionism is very lightly touched upon, presumably in order to avoid white prejudices. By the way, students of the Coloured Problem should read *The Race Problem of South Africa* by the Rev. W. A. Cotton (Student Christian Movement, 2s. 6d.), which faces with courage the difficulties of the relation between black, coloured, and white peoples. Mr. Cotton believes that the possibility of successful race fusion ought not to be neglected. Either this, or the complete segregation of the black and white peoples on their own lands, with the consequent withdrawal of the economic advantages of cheap coloured labour from the white capitalist, are the only possible solutions, in his opinion.

*pp. 180; Durban. Copies may be obtained from Students' Bookshops Ltd., 5s. 3d. post free.

Trade Union Education—What For?

By ERNEST BEVIN
(General Secretary, Transport and General Workers' Union).

MY experience in industrial and public affairs now extends over a fairly long period. That experience has been wide and varied. It impresses me with the fact that there are no short cuts and easy solutions to the numerous problems which concern the workers in the industrial and political fields. Modern society has grown very complex, and many of our problems are governed by world conditions. It is not only that national social problems are complicated, but also that the world itself is not fixed but continually changing, and new problems are created for us day by day. I am convinced by my daily experience that a doctrinaire habit of mind will not make for the best work so essential for the success of labour effort. One must not be too theoretical, but the mind must be sufficiently flexible to meet the practical needs of this changing world. As workers in the Labour Movement, we start out with very definite principles of social and international reconstruction, and our task is to apply these principles to our public life and to instruct the public how these principles can be made to work in public affairs.

It seems to me, therefore, that the educationalist in the adult education movement must make his principal job the stimulation of thought. It matters little what the subject under consideration is, provided men and women are being stimulated to use their brains in regard to the problems under review. It is important, of course, that knowledge should be imparted, that the student should know what great minds have said about their subjects, but it is vitally important that there should be no rigid views or theories imposed on the student. Facts must not be made to fit in with the theories, but the student must appreciate how certain conclusions have been reached on the evidence collected, and why it is on certain problems there is difference of opinion.

The Failure of the Doctrinaire.

The one-idea man or what I sometimes call the "one-cell-brain" man, is not only unpractical, but also a nuisance when real work has to be done. No book can embody the whole of the truth about any subject, and often definitions and theories about society have

very little working value. I am not arguing that a science of society should not be built up, but I do suggest that there is real danger to the working-class movement in placing ready-made theories before the workers, and without any comprehensive study of history, economics and society, telling people what they are to think in connection with these matters.

I appreciate the principles on which the work of the W.E.A. is based, and I hope the Association, in trying to meet the needs of worker-students and in trying to enlist tutors with a knowledge and experience of working-class conditions and sympathy with the workers' aspirations, will never drift into a position of teaching ready-made and fixed ideas on such subjects as economics and sociology. The Association must be careful always to develop the scientific approach, and the students must be warned to examine their problems without preconceived verdicts.

Slogans are Substitutes for Real Thought.

I am not a believer in the utility of phrases and slogans. I believe they often do infinite harm. They inhibit thought on vital problems, and often have no practical constructive value so far as the complicated problems we are up against are concerned. The recitation of phrases and the use of extracts from well-worn authorities will never get us out of our difficulties. Too often their use has not only prevented thought, but created in the minds of workers distrust of the methods of practical men in the workers' cause, and the suspicion created has often prejudiced the wise efforts of practical men and brought the workers into a worse position than they were before. We must, I think, keep an open mind, watch the tendencies at work in society and be ready to consider on their merits new departures and experiments in the organisation of industry to meet the needs of the world.

We have, however, to make a number of adjustments in our Movement to enable it to develop into an effective instrument for the workers' use. New problems of tactics and policy, of structure and equipment, have to be discussed and thought out. Our experience in the past year has taught us many things, and we must not plunge into any policy before

we have thought out its implications and have visualised the things we are actually after. We must be on our guard against the exploitation of our emotions on the one hand and prejudices on the other, which often results in disruption. To cultivate a devotion to our Movement, supported by a rational attitude which cannot be broken through by the methods of the reactionaries is our immediate object. I hope, therefore, trade unionists will take a keener interest in the educational work now going on, and by using every opportunity fit themselves for effective service. Such work would give Labour the advantage of having ready at its disposal a volume of intellect capable of supplying men and women to fill any and every requirement, whether such requirements are in the administrative or technical or scientific or political or philosophic fields, all of which will be necessary in the evolutionary development of labour to its rightful place.

Debate on Esperanto

The W.E.A. Debating Society at its third meeting at 16 Harpur Street, W.C.I., on January 8th, debated the motion "That it is waste of time for workers to study Esperanto." The proposer, Mr. Wheatley (West Central Tutorial Class), managed to speak for 10 out of his 15 minutes without mentioning Esperanto at all; his opponent, Mr. Sturmer (Fulham Esperanto Class), urged clearly and moderately in favour of Esperanto as an internationalising force. The debate was evenly conducted by several speakers on both sides, but the motion was eventually lost. On February 12th, at 6.30 p.m., a motion that "The influence and importance of the Trade Union Movement in this country is on the decline," will be proposed by Mr. L. G. Stone (U.P.W.), and opposed by Mr. G. House (C.E.U.). The President, Mr. R. H. Tawney, has promised to take the chair, and a good rally of London students and friends is hoped for. All are welcome.

Who Does the Real Work?

The N.C.L.C. (London Division) in 1926 ran 100 classes of 6 to 12 lectures each. The W.E.A. (London District) in 1925-26 (winter) ran 172 classes, of which 49 ran for 24 meetings, and the remainder for at least 12 meetings each. So far this winter the former has started 45, the latter 137 classes. In this vast area the W.E.A. does over $2\frac{1}{2}$ times as much educational work as the N.C.L.C. Trade Unionists and Co-operators please note!

The Working Class Movement*

A warm welcome is assured for the second volume of Mr. G. D. H. Cole's *Short History of the Working Class Movement*, which covers the period from the collapse of Chartism to the death of Victoria. There are now plenty of short and slap-dash sketches of working-class history about, so that it is good to get one's feet on the sure ground of Mr. Cole's research, and at the same time enjoy the benefit of his extraordinary clarity of style and arrangement. Many keen students, once they have reached the end of the days of Owen, Cobbett and the Chartist, feel wearied with the more prosaic period of trade union, co-operative, and political growth which followed. But Mr. Cole displays real sympathy with and insight into this period and shows plainly how the great strength of the modern working-class movement is derived from it. He begins by explaining the apparatus of thrift which the workers of the Victorian Age developed to form a financial basis for assisting themselves. He then turns to Trade Union history and emphasises the types of union developed by the miners and potters as well as the "new model" of the engineers. The work of the London Trades Council and the "Junta" is carefully estimated, and the slow growth of working-class political-consciousness described. Two chapters deal with the struggles of Trade Unionism to get its legal position defined. Then follow "the coming of Imperialism" and its effects, the break-down of conciliation and arbitration schemes, and the revival of Socialism—a very different Socialism, as Mr. Cole points out from that of the '30's. At the end of the volume we see the birth of the I.L.P. and the L.R.C., and the book closes with an estimate of the conditions of the workers from 1850-1900 for comparison with the estimate for the earlier period of the end of volume I. It is safe to say that every worker-student will want to buy, or at least to read, this volume, and will eagerly await its companion which will bring the history down to 1925.

**A Short History of the British Working Class Movement.*
By G. D. H. COLE. Vol. II, 1848-1900; pp. 211.
Allen & Unwin, 6s. net.

The English-speaking Union offers three scholarships to enable women teachers to visit the U.S.A. in the summer of 1927. Particulars from the secretary of its Education Committee at 37 Charles Street, Berkeley Square, W.1.

Broadcasting and Adult Education

By C. E.

WITH the termination of the B.B.C. as a private concern and its establishment as a department of the State, the question of its future use and influence assumes a new significance. This is not the place for a general dissertation on the increased and increasing importance of propaganda and publicity; suffice it to say that in proportion as the means of access to the insides of people's heads grow in number, so does the need to concentrate them in the right hands grow in importance.

Ready-made Thinking.

To-day people get their ideas ready-made from the social shop in the form of the press, the cinema, the pulpit and the political programme, just as they get ready-made boots from the bootmaker and ready-made clothes from the slopshop, with the result that in fifty years' time those who have control of the sources of opinion will be able to decide what men shall think with as much certainty as they now decide what they shall eat and drink. It is because of this danger that the transference of the B.B.C. to State control is on the whole to be welcomed. A department of State is amenable to public opinion in a sense in which a private company is not, and those who are alive to the possibilities of the future of broadcasting may be able to secure for their views on a Government Committee a representation which would be denied to them in a private concern actuated purely by profit making considerations.

Once admit, for example, that a man may occasionally don his head-pieces with a view to something other than mere amusement, and it at once becomes obvious that broadcasting may, if rightly used, become one of the greatest educational agencies of the future. What are the lines of its probable development as an educational force, and what part has the W.E.A. to play in that development?

A Highbrow Wave-Length.

It is proposed that in due course a special highbrow wave-length will be established, over which an alternative programme will be delivered. Thus those who are tired of hearing the Savoy band or the roar of the lions broadcast from the Zoo, will be able by switching on to this wave length to obtain at will a more stimulating form of mental diet (I am afraid I

Adult Education

M. JOAD

have made this statement unduly optimistic in the interests of brevity. In practice it is subject to three qualifications: (a) the whole question is very much in the air; (b) in any event the highbrow wave-length will not be functioning for some eighteen months; (c) there is considerable doubt at the moment whether crystal-set users will be able to take advantage of it).

Assuming that the wave length is established, how will it be employed? There are broadly speaking, three competitors for its use. (1) Those who wish to hear music or talks on art of a type which the man in the street dislikes, that is to say practically all music other than review music, dance music and popular sentimental songs; (2) those who want technical talks on special subjects of a vocational character, as for example farmers desirous of information about manures, or fishermen anxious to know the best way of baiting lobster-pots; (3) those who want education of a general character.

Where the W.E.A. Comes In.

For the purposes of the W.E.A. (1) and (2) may be ignored; it is in the provision of education for persons falling under class (3) that its interests lie. These persons will be presumably adult, and the education they will receive will be in the strict sense of the words extra-mural.

Even here, however, we must delimit the sphere with which the W.E.A. can justly claim a concern. Some Universities give extra-mural degrees, and will not improbably claim to deliver lectures over the wireless, to enable those wishing to take such degrees to prepare for the necessary examinations, thus using the wireless as a substitute for correspondence classes.

When all deductions are made, the amount of time available for general adult education by wireless will be limited, at the most optimistic estimate, to about a dozen hours a week. How will those hours be used? Certain obvious suggestions present themselves.

(i) Talks can be given similar to the first hour talks in Tutorial Classes for the benefit of students living in remote districts, where there are not sufficient people to form a class.

(ii) Lectures may be given on subjects such as physics, or geology, which fall outside the list of subjects ordinarily chosen by classes,

but for which, taking the country as a whole, there will be a considerable demand.

(iii) Short courses can be given for pioneer classes.

Broadcast Pioneering Work.

It is in the organisation of (iii) that the opportunity of the W.E.A. chiefly lies. It is admitted that the pioneer work among people who have no previous acquaintance with the W.E.A. is or should be the foundation of the movement. It is from short pioneer courses that the recruits for Terminal Courses and Tutorial Classes should chiefly be drawn. Yet at present it is almost impossible, owing to lack of funds, to get enough pioneer work done, or to get what there is adequately done. What is suggested is that the W.E.A. should organise in different areas small bodies of people who are vaguely interested in education, but having no previous experience of the movement, do not know what subject they want to study, or how much of it they are prepared to stand; that the Local Education Authority should be approached with a view to providing a suitable room and a wireless installation, and that a class teacher should be chosen who would guide the subsequent discussion and perhaps forward queries or papers to the lecturer.

These pioneer classes should be of the most informal kind, and should be regarded only as preliminary to the foundation of an ordinary W.E.A. class.

The advantage of the system suggested is that members of pioneer classes would have the benefits of hearing first-rate lecturing—and seeing how they liked it—without having to go to the length of pledging themselves to study for a definite period of time, obtaining a definite number of students, or complying with the other formalities necessary for the registration and recognition of a class.

This obviously is only one of many ways in which the wireless may be used for W.E.A. purposes; and the suggestion is clearly of the most tentative character. What is essential is that the W.E.A. should insist on adequate representation on the body which is responsible for the allocation of times on the special wave length, for the programme of subjects, and for the method of treating them. There are many lions on the path and many competitors in the field; we must, therefore, bestir ourselves early and see that in the coming discussion adequate provision is made for our special needs and point of view.

What Education Means

By C. T. CRAMP.

(*Industrial General Secretary N.U.R.*)

IF ever there was a time when the value of education should be realised by the working-class that time is the present. The happenings of 1926 should stimulate every man and woman who is inclined to serious thinking to equip themselves to the fullest possible extent for the tasks which will concern us in the immediate future. I fear we have not yet fully grasped all that education means. We have been far too prone to regard our minds as a series of shelves upon which we can stack knowledge in a compact tabloid form in the same way that we arrange books. We should realise that education corresponds to eternity, for no one can set bounds to its duration or define its opportunities. The intellectual giants of the past have given us of their best, yet neither truth nor wisdom perished with them, and at no period can we say we have

acquired all that is necessary. The more we attempt to explore our national and international problems the greater is the number of factors which appear as influences to be considered when determining any line of action. The education which the workers need, therefore, is that which continually invigorates the mind and spurs it to lines of new inquiry; which makes us realise that not merely the acquisition of facts but the ability to make the best use of such facts is the goal to be aimed at. I hope and believe that more and more men and women both young and old, who perceive the unwisdom of constricting their mental activity or curbing their originality by means of slogans or dogmas will take advantage of all means of true education in order that democracy may never be tied to a dead past but advance with the changing times.

The Education of the Adolescent*

BY MISS M. L. SIMEON.

IT has been said that there is "nothing really new" in the report by the Hadow Committee which has recently appeared and, in a sense, this is true with regard to the suggestions and recommendations contained therein. What does strike the reader, however, as refreshingly new, from a Committee of this character, is its whole attitude towards public education. The Committee regard elementary and secondary education not as distinct and separate systems which cater for different sets of children but as "successive phases in a continuous process through which all normal children ought to pass."

In order to realise this ideal the Committee recommend that elementary education should cease at 11, and that it should be followed, for all normal children, by some form of secondary education, if possible in a different school from the elementary. Such secondary education should be arranged in parallel schemes to meet the varying needs, capabilities, and lengths of school lives of different types of children, "with," to quote one of the witnesses, "at any rate very much less implication than now prevails as to the superiority of one over another." They recommend that these secondary schools should be classified as follows:—

(i) Schools of the "Secondary" type most commonly existing to-day, which at present pursue in the main a predominantly literary or scientific curriculum, to be known as Grammar Schools.

(ii) Schools of the type of the existing Selective Central Schools, which give at least a four years' course from the age of 11+, with a "realistic" or practical trend in the last two years, to be known as Modern Schools.

(iii) Schools of the type of the present Non-selective Central Schools, with a curriculum on the same general lines as in (ii) and with due provision for differentiation between pupils of different capacities, also to be known as Modern Schools.

(iv) Departments or Classes within Public Elementary Schools, providing post-primary education for children who do not go to any of the above-mentioned types of Schools, to be known as "Senior Classes."

The Committee recommend that in Modern Schools and Senior Classes "the standard of staffing in proportion to the number of pupils in the school as well as the qualification of the teachers should approximate to those required for the corresponding forms in Secondary Schools." They further recommend that wherever possible the standards of equipment of such schools should approximate to those in Secondary Schools, because "in our view, as in that of many of our witnesses, the education of children over the age of 11 in Modern Schools or in Senior Classes is one species of the genus 'Secondary Education.' It is not an inferior species, and it ought not to be hampered by conditions of accommodation and equipment inferior to those of the schools now described as Secondary."

The Committee also recommend that Teachers in Modern Schools and Senior Classes should draw their pupils' attention to the facilities which are available for further cultural and vocational instruction in their neighbourhood, in order that they may continue their education after leaving school; and they further suggest that there might be "judicious association and co-operation with suitable organisations and clubs, where such exist."

The Committee's modest recommendation that the school leaving age should be raised to 15 in five years' time has, as all the world knows, been turned down in panic by Lord Eustace Percy before he had had time, on his own confession, to study the report. It is, we fear, too much to hope that his second thoughts may be wiser.

The very fact that the spirit of the report is more progressive than its actual recommendations makes it necessary for educationists to watch with care its interpretation. For example, the Committee recommend that a "practical bias" should be given to the curriculum in the 3rd or 4th year of the Modern School or Senior Class course, but that "in no circumstances should the general education of pupils in" such Schools "up to the age of 15+ be sacrificed to a bias in any direction." Incidentally, this safeguard makes us doubly surprised at the unqualified support which the Committee gives to Junior Technical Schools which provide full-time vocational education

* Report of the Consultative Committee of the Board of Education. 2s. paper; 3s. cloth. H.M. Stationery Office.

for specific occupations for pupils between the ages of 12 or 13+, and 15+.

For solving the administrative difficulties which would become acute were the proposed changes to be carried out, the Committee recommend reform by evolution. They are not dogmatic on the matter but suggest that the final objective to be worked up to by successive stages, might be the establishment of provincial authorities for education, in which both the authorities for Elementary and

Higher Education should be ultimately merged.

In a short review it is impossible to do justice to a detailed report of this character and students will be well advised to examine the volume for themselves. Except for the fact that it contains a good deal of unnecessary repetition, they will find it excellent reading and written in a light and interesting style, though certain portions of it are perhaps in too flowery language to suit all tastes

Our Secondary School System

By MRS. BARBARA DRAKE.

THREE is now," Lord Birkenhead is quoted by Mr. Kenneth Lindsay in his new book, *Social Progress and Educational Waste*,* as saying, "a complete ladder from the elementary school to the university, and the number of scholarships is not limited, awards being made to all children who show capacity to profit." How the "ladder" works in four typical areas, Mr. Lindsay sets out to tell us. His realistic study of local conditions gives a concrete picture which should help to dispel the comfortable illusion—shared apparently by responsible statesmen—that every child has the education which he deserves.

It is clear from Mr. Lindsay's analysis that, not only the proportion of children who pass from elementary to secondary schools is still surprisingly small—not more than 9.5 per cent., but the figure varies greatly from area to area, and within the area itself from school to school. Thus, the percentage of the age-group 10 to 11 passing from primary to secondary schools is given for Bradford as 27.1, 6.4 for London (if "central" schools are included, the London figure is about doubled), 7.3 for Warrington, 8.4 for Oxfordshire; while in London the proportion of children from seven well-to-do boroughs winning scholarships was in 1924 four times as high as that in seven poorer boroughs. Where home circumstances are depressed, the child's "capacity to profit" will almost certainly be affected to some extent, but no one can seriously suppose that "capacity to profit" is four times as great, or even twice as great in Bradford as in London. The result is that the test of "capacity," which tends in Bradford to be a qualifying one, becomes in London, Warrington, or Oxfordshire, a highly competitive one.

A most interesting part of the enquiry is

that showing to what extent different social strata contribute to, or are recruited from, the secondary school population. Though the secondary school is still mainly a preparation for some kind of "black-coated" occupation, it is noticeable that in areas where the percentage of children passing from primary to secondary schools is unusually high, both the proportions of pupils coming from the homes of manual workers and the proportion entering industrial occupations are also exceptional. In Bradford, for example, where 49 per cent. of the pupils in secondary schools are the children of manual workers, no less than 21.2 per cent. of school leavers enter industrial occupations. "It may be said," Mr. Lindsay concludes, "with some accuracy that the "ladder" as it operates in London, Warrington and Oxfordshire, succeeds in lifting a small number each year from manual to clerical or other occupations, while at Bradford free secondary education enables a large number of children from manual workers' homes to receive the benefits of secondary education, and nearly 25 per cent. of that number carry on manual and industrial occupations afterwards."

The type of organisation to which progressive areas are tending is one where, to use a phrase of Mr. Lindsay's, "selection by differentiation will take the place of selection by elimination." The chief obstacles in the way are the shortage of secondary school places, and the lack of means on the part of parents which prevents them from dispensing with children's earnings. So long as these obstacles remain, grave social and intellectual wastage will be caused by the failure to provide for the critical years of adolescence.

* With an introduction by Lord Haldane; Routledge, 7s. 6d. net.

The Historic Origins of the Clyde Labour Movement

By W. H. MARWICK.

MOST studies of current politics confine their analysis to factors arising from present day conditions. Especially is this the case with the Labour Movement. Its interpreters, obsessed with "economic" conceptions, attribute its features to modern industrialism, and ignore those elements which are due to the "social heritage," the slow evolution of group mentality in the past.

Some part of the blame may be laid on the orthodox historians, in their preoccupation with superficial events and neglect of social thought. Perhaps some Scottish historian may yet arise who will trace for us the origin and development of our characteristic national outlook, and account scientifically for its peculiarities. Consigning Mary and Charlie and the whole tribe of Stuart to Drinkwater to do his best (or his worst) with them, he will find one of his main concerns in reconstructing the course of social reformist and revolutionary creeds, especially in the West. He will thus be able to demonstrate that, far from "economic conditions determining outlook," it would be a generalisation less exaggerated, a paradox less untrue, to convert the proposition, and say that "outlook determines economic conditions." Here a few tentative suggestions as to the line of treatment are offered.

Perhaps we go far enough back if we take as starting-point the "Lollards of Kyle," familiar through their appearance in John Knox's *History of the Reformation*. Among the heresies with which they were charged were "4. That is it not lawful to fight or defend the faith. 8. That tithes ought not to be given to ecclesiastical men. 34. That they which are called principals in the church are thieves and robbers."¹ Their views link them up with the wave of communistic Anabaptism which swept Central Europe in the last days of the Middle Age.²

The views of Knox himself, of the Melvilles, and other Presbyterian leaders with regard to the use of church property for communal purposes, and the democratic sentiments expressed by them in their controversies with the Crown, are too well-known to require citation.

A century later, we can pick up some of the threads again in considering the social doctrines

of the Covenanters of the West, of which so fresh and stimulating an account has recently been given by Dr. Hector Macpherson.³ Rightly insisting that the movement must be viewed in relation to "the time-spirit which controlled it . . . and the working beliefs and actual ideals of the leaders and of the rank and file,"⁴ he demonstrates that "the resistance to the tyranny of the Stewarts was on the whole a popular resistance; the Covenanting movement was in the main democratic . . . A large proportion of those who were in opposition to the government belonged to the humbler ranks."⁵ So also their social ethics implied democratic conceptions: "It tended to a virile belief in human equality, and as a by-product to championship of the rights of the poor and oppressed."⁶ Analogies may be found in the almost contemporary movements of the English Diggers⁷ and Levellers.⁸

As revolutionary fervour begins to beat upon the prosperous complacency of the eighteenth century, Scottish Dissent again betrays marks of a social Gospel. Names of Nonconformist clergymen appear among the victims of governmental persecution, and four ministers were delegates to the first Convention in Edinburgh, December, 1792;⁹ while Dr. Meikle refers to the "part played by some of the Seceding ministers in the Reforming societies."¹⁰ The religious tone of the "Friends of the People" is clearly to be observed, and is well illustrated in fictional guise in J. B. Mackie's *Pitcairnie*.

As the 19th century proceeds, there is a secularisation in the methods of expression. Yet the spirit is less changed than would appear. Marxism is little else than a non-theological Calvinism; industrialism, far from being its root-cause, only shapes its form; while in lands with other culture-survivals the reaction to the Industrial Revolution takes a quite other trend: witness Belgium or Pennsylvania. The assumed relationship of Protestantism and capitalism is largely a generalisation from English conditions.

Chartism in Scotland has found incidental reference in the modern standard works of Hovell¹¹ and West¹², and details of its history appear in Morrison Davidson¹³, and more fully and recently in Thomas Johnston.¹⁴ But a connected interpretation of the movement is still to seek. Such evidence as we have points

to the Scottish contingent being predominantly "moral force" in its complexion, and tending to a form of Christian Socialism more extreme than that of Kingsley. "Scotland was also the seat of Christian Chartism; Paisley and Partick were flourishing centres of it."¹⁵ The Scottish Chartists, in congress at the Universalist Church in Glasgow (1839), resolved on the adoption of thorough organisation and educative methods, in order to enunciate "a complete body of sound political information, embracing in its scope the cause, nature and extent of our wrongs, the rights which civilised society owes to us, and which we inherit from our Creator."¹⁶ Temperance was already a kindred cause: "the Chartist press insisted strongly upon the political and social evils of alcohol."¹⁷

The leading figure in Scottish Chartism was Rev. Patrick Brewster of Paisley, whose position was analogous to that of Rev. James Barr to-day. Numerous passages from his once famous "Chartist Sermons" might be paralleled by present-day utterances.¹⁸ He claims that he is following the "former practice of Christian ministers in this country."¹⁹ from the Reformation onwards, in preaching resistance to political tyranny: "Our appeal . . . is to the scriptures."²⁰ "Our politics are the politics of the Bible."²¹ While assailing the doctrine of unconditional non-resistance,²² he is firmly opposed to the "physical force" revolutionaries of his day, O'Connor and his school. In this we can trace a continuity with the Covenanters, as Dr. Macpherson, in face of current misapprehensions, has well shown.²³ Advocacy of violence has always been an extraneous element in Scottish progressive movements.

Brewster's disclosures also display anti-militarism, anti-imperialist criticism of exploitation in India and tyranny in Ireland, belief that "poverty exists in the midst of plenty," the legal and moral claim of the destitute to communal support, and other characteristic notes of modern propaganda.

The penultimate phase is that of the working-class Radicalism which supported Gladstone and Campbell-Bannerman; its characteristic notes were the abolition of patronage and privilege in the Church, temperance reform, and "the land for the people,"—a combination of moral ideals avowedly based on Biblical teaching.

This body of opinion it is which has now, with little real change of outlook, almost *en masse* abandoned Liberalism for Labour, and constitutes the solid backbone of Clydeside Socialism. Whether its members retain their connection

with organised religion or not, the religious tradition is still strongly operative in moulding their attitude to the problems of the hour. Their economics is really social ethics, local veto plays a part second only to nationalisation, the words of the imprecatory psalms and of the iconoclastic prophets come readily and appositely to their lips; the conventional morality of Presbyterianism determines their attitude to marital and family problems.

Parallels with the similar phenomena and perhaps kindred traditions of South Wales might be worked out. The demand for Scottish Home Rule, now revived in Labour circles,—whatever its economic and political merits or demerits—is based on a subconscious realisation of the peculiar nature of Scottish outlook and problems. A historical survey can hardly fail to show that in its strength and in its weakness, in its wisdoms and its follies, the political faith of the Clyde essentially depends upon the traditions of its past.

1. Gregory Smith (ed). *Days of James IV*, pp. 22-5.
2. Kautsky. *Communism in Central Europe*.
3. *Covenanters under Persecution*.
4. ib., Preface.
5. ib., 36-37.
6. ib., 131.
7. Beer, *History of British Socialism*, vol. 1, pp. 60-71.
8. T. C. Pease. *The Leveller Movement*.
9. Meikle. *Scotland and the French Revolution*. 239-41.
10. ib., 198.
11. Hovell. *History of Chartism*.
12. West. *The Chartist Movement*.
13. *Annals of Toil*.
14. *History of Working Class in Scotland*.
15. Hovell. op. cit., 202.
16. ib., 192.
17. Johnston. op. cit., 250.
18. P. Brewster. *Sermons*. p. 10.
19. ib., p. 16.
20. ib., p. 62.
21. ib., Sermon 11.
22. Macpherson. op. cit. 33-4, 119-20.

Week-end School

The East Midland Division of the W.E.T.U.C. is holding a week-end school at University College, Nottingham, on February 12th and 13th, on the subject of "The Re-organisation of English Political Institutions." The Lecturer will be Prof. H. J. Laski, and invitation to attend is being extended, not only to members of the Unions affiliated to the W.E.T.U.C., but also to all local Trades Councils, Trade Unions, Labour Parties, Co-ops., W.E.A. Branches and Adult Schools. On the afternoon of the 12th, four dramatic groups will produce one-act plays in competition.

A Plea for Wider History

BY R. KELF COHEN.

(*Tutor of Beckenham W.E.A. Class.*)

HISTORY as a subject taught at Universities is rather narrow in its scope. Apart from England, only Western Europe is treated in any considerable detail. Scotland and Ireland are generally ignored; any place east of the Vistula is regarded as wild and uncivilized—this, incidentally, is one of the most potent causes of the tremendous ignorance and anti-Russian prejudice that one finds so prevalent: and as for other continents, Africa, Asia, or America, except in so far as they impinge on British Imperial development they are not even mentioned.

How does this condition of affairs affect the teaching of History in the W.E.A.? If one looks at lists of W.E.A. Classes it is obvious that the great majority are concerned with the last 100 years in England or Western Europe: or if the subject is economic history the syllabus will go back to 1760. So far as this goes it is admirable, but I would wish to enter a plea for History classes whose subjects would be countries and problems somewhat off the beaten track of the History curriculum.

The W.E.A. student is an adult generally interested in the world around him and one of his motives for joining the movement is a desire to widen his horizon and to feel that when he picks up his newspaper, the incidents narrated therein have some definite meaning and are not a mere tangle of names. I feel that here there is an important function for the W.E.A. which it has not consciously tackled. To-day, more than ever, the world is one, and our welfare is closely bound up with what is happening in China, Russia, India, America, or Africa. My experience has been that there is a keen demand for classes on subjects off the beaten track, but the demand never finds expression because it is felt that there is no chance of satisfying it.

I must make it clear that the classes I am suggesting are *historical* classes and do not begin with the events of twenty or thirty years ago. No one would deny for instance that one of the great problems of the 20th Century is the future of the relations between China and the West. The attitude taken up by China to the "outer barbarians" has a history

reaching far back into the past and to deal with the subject properly one must go back even beyond the 16th Century—to the Romans and to the fascinating stories of mediæval exploration by men like Marco Polo and Rubruquis. We require urgently an educated public opinion on China and it is one of the functions of the W.E.A. to provide public opinion with such education and if there were a few people in each town who had made an attempt to study China—even in a terminal course—that would be all to the good.

Perhaps the clearest example of the need of this kind of class is the case of Russia. How many, even well educated, Englishmen know anything of Russia beyond the last fifty or hundred years? If Russia is touched on in University Courses, it is only dealt with in so far as concerns international relations—the Napoleonic Wars, the Crimea Wars, etc. The internal history of the country is a blank to the Englishman and for this reason it has been possible to provide public opinion with the most appalling rubbish about that wonderful country. Russia can be made a fascinating subject for a class, especially as there is a splendid literature to assist in studying it.

H. G. Wells in his *Outline of History* showed that there was a keen demand for history of other countries than England, France, Germany, and Italy, which is about all that is covered by a University Curriculum. This demand would, I am sure, be very strong among W.E.A. students if there was any attempt to cater for it. To take one example—the relations between the White and the Negro, both in Africa and America. That is a subject of great importance when one considers the present position in the U.S.A., in South Africa, in Kenya, in Nigeria, and so on. A demand existed in my locality for a class on this subject and it was met, but there are few other areas where this could have been done. The great difficulty is the lack of tutors.

England has probably the worst-informed public opinion on foreign countries. "Foreign" to-day means the whole world, and the W.E.A. might well attempt to assist to form public opinion in these vital matters.

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Round the Districts and Branches

SOUTH-EASTERN.—Two new classes are starting at Rochester on "Psychology" and "Ancient Literature," and one at Dartford on "Local Government." On January 10th, Miss M. R. Dacombe addressed the Crayford Trades Council and Mr. Dexter the N.U.G.M.W. at Penge. Worthing W.E.A. held a successful debate on January 12th, on the motion "That equal franchise for men and women is desirable," followed by a social. It is hoped to repeat the experiment in the near future, with a more controversial subject. Orpington branch is organising a week-end school on March 5th and 6th, with lectures on "Is Industrial Peace Possible?" and "China." Bexley Heath Tutorial Class is arranging a debate with Westminster vii Tutorial Class on a date in February. The South-Eastern Group of the Tutors Association is arranging a "Development Fund Week" from February 6-12 to raise money for the District among the classes and branches.

NORTH STAFFS.—Tribute was paid to the pioneers of Adult Education in North Staffs by a large and representative gathering on January 10th at Hanley, when framed photographs of the late Master of Balliol (Dr. A. L. Smith) and the late Mr. Harry Jenkins of Longton were unveiled. Several speeches were delivered in praise of the work done by these two men—one the head of a famous Oxford College, the other a basket-maker—in building up the Tutorial Class Movement and the W.E.A. Mr. Jenkins was a member of the first Tutorial Class at Longton, begun in 1908, and remained a member till his death in 1919: during that time he was never once absent, attending 245 class meetings in all.

SCOTTISH.—The Seventh Annual Congress of the Scottish W.E.A. was held on January 15th at the Co-op. Hall, Perth, when addresses were given by The Master of Balliol (Dr. A. D. Lindsay) and Mr. E. S. Cartwright. Dr. Lindsay pointed out that Scotland had so far fallen behind England in the development of adult education; the new code for continuation classes in Scotland, which came into force in August 1926, ought to stimulate adult education, as it made specific provision for aiding adult classes. He emphasised the need for recognition by Scottish L.E.A.'s taking an interest in adult education of the essential part which voluntary organisation must play, especially the W.E.A. The conference was attended by 150 representatives from Universities, Education

authorities, Educational Institute of Scotland, W.E.A. branches and other educational organisations, trade unions, Co-operative societies, and a few miscellaneous organisations. The press gave good reports. The two leading Scottish papers had a leading article—*The Glasgow Herald* being very favourable to the W.E.A., while the *Scotsman* was hostile. In both papers correspondence followed and a number of enquiries have come in for information about the W.E.A. from Sutherlandshire in the north to Wigtonshire in the South and places between.

NORTH WALES.—The Half Yearly Report presented to the District Council meeting shows that since last year new branches have been formed at Towyn (Merioneth), Dolwyddelan and Bethesda. Fifty-one classes have been started this winter, consisting of 2 extension courses, 19 3-year tutorial classes, 12 preparatory classes, 6 one-year courses, and 12 terminal courses. A series of single lectures has been arranged by the District Council. Two successful concerts have been organised by the W.E.A. at Dolwyddelan and Blaenau Festiniog, with the aid of the services of the Bangor Instrumental Trio. More new branches and better branch organisation are the two great needs of the District.

STOCKPORT.—Stockport Branch celebrated its 10th anniversary on December 11th, with a large and successful gathering at the Municipal Secondary School, where music, dancing, a photographic exhibition, and short lectures and speeches were enjoyed. A presentation of books was made to Mr. F. C. Richens, who has been president of the branch for 5 years.

Workers' Education Abroad

According to the I.F.T.U. reports, good progress is being made in adult working-class education in Austria and Germany. The Austrian National Centre for Workers' Education organised during 1925-26 4,000 lectures, 122 lecture-courses, and 33 district evening schools. A resident Labour College has been started in Vienna by the joint efforts of the Social Democratic Party, Trade Union Centre, and Co-operative Movement, with 32 students in attendance. In Germany the Metal-Workers' Union has set up a resident School of Economics to train its own members. The Berlin Trade Union School continues to go ahead, with 1517 students on its registers last autumn.

Our Bookshelf

* Books asterisked are specially recommended.

ECONOMICS.

The Groundwork of Economics, by H. A. Silverman ; pp. 220 ; Pitman, 4s. 6d. net.

This is a text-book intended for matriculation and higher school-certificate candidates, and the author has treated his subject in a more cut-and-dried manner than in his previous volume *The Substance of Economics*, which was intended for the adult student and the general reader. Economic theory does not gain by being simplified and de-controversialised. Mr. Silverman writes easily and clearly, but gives a very orthodox exposition of his subject, with only the slightest hints that all is not quite plain sailing. His book can really only be recommended for examination purposes.

The Economics of Wages and Labour, by Nora Milnes ; pp. vii. + 197 ; P. S. King ; 8s. 6d. net.

A careful but unoriginal and cautious study of wage questions. The authoress bases the book upon her father's lecture-notes, and seems to be happier summarising the views of other economists rather than attempting to be constructive herself. Her best chapters are those dealing with "Practical Questions Concerning Wages," and "Earnings of Women." She is mildly sympathetic towards Labour.

POLITICAL THEORY.

The Social and Political Ideas of some Great Thinkers of the Renaissance and the Reformation ; *The Social and Political Ideas of the Sixteenth and Seventeenth Centuries* ; by various writers ; both vols. edited by F. J. C. Hearnshaw ; pp. 216 and 220 ; each 7s. 6d. net.

A series of lectures by separate authors, each dealing with a great political thinker of the past, e.g. Calvin, Bodin, Grotius, Harrington, Spinoza, etc. Most of these are well-done, but they cannot be regarded as providing more than an "appetiser" to provoke more detailed study. Excellent short lists of books for further reading are appended to each lecture.

HISTORY.

Greece, A short History, by M. A. Hamilton ; illustrated from the country, the monuments, and the authors, by B. A. and J. J. ; pp. xx. + 250 ; Oxford University Press ; 4s. 6d. net.

Some Oxford Press books make one feel that too much wealth of fine illustration is being expended on slight and unsatisfying texts. This is a case in point. The photographs of Greece and illustrations of her art are most admirable, but the text is a hash-up of the conventional treatment of Greek History without regard to its social aspects or its economic basis—a sentimentalised stringing-together of extracts from Herodotus, Thucydides and Zenophon. We want a more critical and deeper study than this.

CHINA.

British Imperialism in China, by Elinor Burns ; pp. 64 ; map ; Labour Research Department ; 6d.

No student of Chinese affairs should miss this timely L.R.D. pamphlet, giving a short historical sketch of the European penetration of China, a summary of the present-day Chinese interests of British capitalism, and an account of the rise of the Chinese Nationalist-Socialist movement.

LITERATURE.

The Bookmark, by C. E. M. Joad ; pp. 144 ; Labour Publishing Co. Ltd. ; 2s. 6d.

This series of essays reprinted from *The New Leader* is concerned chiefly with literature, but includes a few remarks on "Society, History, Civilisation, with a little Philosophy." The literary part of the book is best because it decidedly stimulates to further reading. Mr. Joad deals with a variety of writers such as Edward Carpenter, Jonathan Swift, the Brontes, Voltaire, W. H. Hudson, and Mr. Wells, yet he keeps throughout an outlook which will appeal to Socialist readers. His book can be recommended especially to students of industrial history, economics, etc., who wish to read some fiction with a bearing on their more serious studies. These essays, with the book-lists which follow them, suggest a good course of private reading.

POETRY.

Poems, 1927, by S. Matthewman, decorated by A. Wainwright ; pp. 103 ; edition limited to 250 copies ; Swan Press (Leeds) ; 7s. 6d.

Mr. Matthewman, who is well-known in the Yorkshire W.E.A., has published several books of poems, of which the present volume is a selection. Mr. Matthewman writes his lyrics and epigrams with facility and pleasantness, and is favoured with good printing and paper by the Swan Press, and appropriate ornamentation by Mr. Wainwright.

Longer Modern Verse, with an Introduction by E. A. Parker and notes by C. Williams ; pp. xiv + 136 ; Clarendon Press ; 2s. net.

Sixteen representative poems by contemporary writers such as Flecker, Noyes, Squire, Masefield, Chesterton, Kipling, Hardy and Brooke. In the introduction Mr. Parker suggests that the principal characteristics of present-day English poetry are negation, disillusionment, and struggle. He indicates how these features are reflected in the poems selected.

ASTRONOMY.

**Modern Astronomy; Its Rise and Progress* ; by Hector Macpherson ; pp. 196 ; illustrated ; Oxford University Press ; 6s. net.

This well-produced and well-illustrated handbook opens with a brief historical survey of the work of the great astronomers, and then devotes chapters to summarising the latest researches in connection with the sun, moon, planets, asteroids, comets, meteors, stars, and nebulæ. It concludes with enquiries into the structure and origin of the Universe. The style is clear and stimulating. A better short book on Astronomy would be hard to find.

GENERAL.

Popular Experiments in Dynamics, by G. C. Sherrin ; pp. viii. + 64 ; George Philip ; 2s. net.

A series of easy experiments (illustrated) concerning the laws of gravitation, motion of the heavenly bodies, the gyroscope, the pendulum, etc. The publisher also supplies an apparatus for demonstrating these experiments (price 20s. net.).

Correspondence

CATERING FOR THE ADOLESCENT.

I wish to thank Miss M. A. Pratt for the very useful and timely article which she contributed to the last number of *The Highway*. She is, I think, absolutely correct in her contention that the gap between the ages of 14 and 18, during which existing educational facilities offer little attraction to the vast majority of boys and girls, is the period that is vital from an educational point of view. I hope Miss Pratt is wrong, however, when she says "it will be said that it just isn't our job." I sincerely hope there is no large body of opinion of that kind amongst us. Unless we can visualise all education as a continuous process our work amongst adults is not likely to be fully successful, and until the question of the education of the adolescent is satisfactorily tackled it certainly will be extremely difficult to enlist a really big volume of interest in adult and working-class education. I think it is perhaps true to say that in practice the education of the adolescent has been nobody's job—in the sense that it has not been done on any big scale. I know it can be said that various organised movements do make an effort to provide some forms of activity for their juniors but all of these meet only a small part of the educational needs of adolescence. It can also be said that the duty of supplying the need for education properly belongs to the State and the local education authorities; that the school-leaving age should be raised and Day Continuation Schools established. I hope we shall continue to press for these, but until we get them, there is a vast field of work waiting to be done. Even after we have got them it seems to me that there will still remain plenty of scope for initiative in satisfying the varied needs of this period of youth. What then prevents it being done? It remains undone partly because most people interested in the spread of education are already too busy; partly because of very big technical difficulties; and very largely because of lack of finance. It has been considered from time to time in the W.E.A. but the difficulties have always been too great at the moment for anything to be undertaken.

We have been collecting information as to the sectional work that is going on, and we shall be pleased to receive from others any particulars of such activities which are known to them. I hope that Miss Pratt's article will stimulate thought and that it will be followed up by others giving their opinions, and any helpful suggestions. May I say in conclusion that Miss Pratt is perhaps unduly pessimistic about the Clubman. Even with an educated youth there will still be a place for adult education. J. W. MUIR,

Organising Secretary, W.E.A.

CLUBMEN OR ADOLESCENTS?

There can be no objection to the bulk of Miss Pratt's article, but the first and last paragraphs call for comment. The writer seems to have the impression that the *only* thing that matters is capturing the youth of both sexes between 14 and 18 years of age, and appears to forget that what she implies about clubmen is applicable (if at all) to trade unionists, co-operators, church and chapel people and all the rest of adults, who largely make up the W.E.A. and the Workers' Educational Movement generally. But why should she have singled out clubmen for her lament? In most cases clubmen are trade unionists, co-operators, and politically-conscious citizens. And is there reason to expect that adolescents will be ready to

embrace her schemes? Only in exceptional instances, as far as I can gather, is it possible to harness the youth of the nation to educational projects which interfere with their spare time from industrial or commercial employment—this is all the more regrettable though true. Perhaps Miss Pratt desires that the W.E.A. should concentrate on adolescent education to the entire exclusion of any other kind. I hope not.

A. TEMPLE,
Educational Secretary, Club and Institute Union.

The article "Clubmen or Adolescents?" by Miss M. A. Pratt, in the January issue of *The Highway*, opens up a problem which is more and more exercising the minds of W.E.A. members. The difficulties encountered in endeavouring to stimulate among members of clubs, trade union branches and other organisations, a keener interest in education, leads to a search for a more remote source for the apparent apathy. One line of enquiry is that relating to the system of evening classes in technical subjects for young workers in manufacturing establishments. Does this system encourage a continuation of the study beyond the immediate needs, and a widening interest in other aspects of life? One feels that it does not. In the past, an incentive to such studies was given to young people by the hope of promotion. In very many cases no such recognition is now given. Consequently much bitterness is aroused and the question is asked, "is it worth while"? A reaction sets in not only against vocational subjects but against study of any kind. This in its turn produces a dampening effect on young recruits to industry. Can the W.E.A. step in here? At present students are not accepted in our classes below the age of 18 years. This regulation might be superseded by forming groups of adolescents on the lines indicated by Miss Pratt. To do this the co-operation of other organisations is necessary. The W.E.A. generally has not the rooms or facilities for such work without assistance—but it is possible that arrangements can be made. Education is a joy in the search for knowledge. The system of study in our W.E.A. classes promotes that condition. We must start at an earlier stage than at present and help the adolescent to attain a taste of real happiness before the baneful influences of industrial life have sapped the capacity for appreciation of the highest in our social and cultural life.

T. WAKE,
Newcastle-upon-Tyne Branch.

DISCUSSION IN CLASS.

In answer to your correspondent "Lemco," I think that any W.E.A. student will agree that the answering of student's questions, quite frequently does entail much research on the part of the tutor. There is, however, the greater problem,—of which the question is only an indication and sometimes only a symbol,—that which is termed the "hypothesis" in the scientific world. If the hypothesis of the tutor is of a nature which is difficult for the students to appreciate, or does not provide some common ground on which both sides (tutor and student) can co-operate, the tutor will find it difficult to answer the students' questions however much research he does, and the students will find it difficult to put questions that are intelligible to the tutor resulting in their not getting a hearing or the answers being evasive. Every student makes his or her own hypothesis just as does

the tutor and for the same purpose! (I will admit that the students' "hypothesis" is sometimes either modest, crude, extravagant, or perhaps rather loosely defined) and I am sure that many students are requiring help, and material—in the shape of knowledge—to test and work out that hypothesis, help and material which they do not get and which it is the tutors' job to present. My argument in short is: Down with the learned scholar and blank-mind student theory and up with this mutual process of scientific investigation which is much more worthy of the name of education.

L. W. ALLMAN,
Maidstone.

TEXT BOOKS FOR W.E.A. CLASSES.

On reading through the letter appearing in the January issue of *The Highway* over the signature of Mr. Ernest Jones, I am wondering whether the writer has ever heard of W.E.A. Cheap Editions. Possibly he hasn't, so it should be of interest to him to know that he can obtain for 2s. 6d., post free, or less, suitable books on the following subjects, amongst others:—Economics, Economic History, Literature, Political History, Biology, Finance, etc. It may be that he has in mind the publication of books at a cheaper price than 2s. 6d.; if so I am afraid he will be disappointed, as I cannot conceive it possible to produce

a satisfactory book on, say, Economic History in less space or at a cheaper price than Ashley "Economic Organisation of England." All students seeking cheap text-books would be well advised to ask the class secretary for a list of W.E.A. Cheap Editions, or send direct for one to Students' Bookshops, Ltd., 16 Harper Street, W.C.1.

C. W. CRAGG,

Beckenham Branch, W.E.A.

DEMOCRACY IN BOOK PRODUCTION.

I doubt if "Lemco" fully appreciates the point I wished to make about these cheap reproductions of famous books owned by rich men. I am just as ready now as I was then to agree that if it is the rich men's national duty, as rich men, to preserve these rare works, then it is equally the social duty of publishers and booksellers to distribute copies of such rare and famous books at suitable prices. But can this be called "democracy in book-production"? Every time I see one of these facsimiles of privately-owned book-treasures, I feel a sense of annoyance that the original is appropriated by a private owner and that the reproductions are made under capitalist production for private profit.

E. W. WHEATLEY,
W.C.D.P.O. Tutorial Class.

Books on the

It is evidently not to be expected that we shall get for the present any single complete, clear and fair account of what happened last May. The student who wants to think the general strike question out for himself has got to go to several different sources and compare and sift evidence and opinions. The Labour Research Department has issued two volumes (each 2s.) the first of which gives an account of events entitled *The General Strike—Its Origin and History*, by R. Page Arnot, and the second a review of the activities of Trades Councils, entitled *Trades Councils in Action*, by Emile Burns. Of these the second is much the more valuable as it describes how the local strike-machinery actually worked, in regard to such things as propaganda, arrangement with the Co-ops, transport and communication, and linking-up with the General Council of the T.U.C. Several bright strike cartoons are reproduced. Mr. Arnot's book is useful for its quotation of over 150 important documents issued by the various parties to the struggle during its continuance, but these appear to include an unduly large percentage of Communist Party manifestoes. The story of the strike itself is given in a series of spasmodic jottings rather than as a connected whole. It is instructive to compare the three chapters dealing with the events which led to the calling of the strike with Mr. Thomas' account in the

General Strike

Railway Review for December 3rd, 1926. Everyone who is thinking practically about General Strikes ought to read George Glasgow's description of the Government's strike-breaking machinery, *General Strikes and Road Transport* (Bles 5s.) which shows just what the workers are up against. The author says: "The importance of Great Britain's experience in the first fortnight of May, 1926, lies in the establishment of the truth that road transport nowadays is equal to a nation-wide emergency." Motor-transport will of course be the centre of the struggle if it is renewed again. The fault of so much of the propagandist literature hitherto issued about the General Strike is that each side makes very little attempt to study or estimate the real practical strength of the opposing organisation. But organisation is not everything, and Mr. Kingsley Martin's *The British Public and the General Strike* (Hogarth Press, 3s. 6d.) puts on record, in an ably-written essay, the state of mind of the nation and its various classes during the crisis. Besides discussing the legal and constitutional aspects of the strike, he examines in some detail the part played by the Press (Mr. Glasgow and he agree about "that Winstonian travesty of a newspaper," as the former dubs *The British Gazette*), and even probes tentatively into the future. He concludes that "at the present moment all the omens are in favour of a revolutionary future for England."

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